



**Meeting Date:** April 23, 2026

**Submitted By:** Dr. Lacey Gosch  
**Title:** Assistant Superintendent

**Agenda Item:** Consider and take action regarding approving the adoption of Mathematics Instructional Materials selected by the Instructional Materials Committee for implementation in the 2026-2027 school year.

## CONSENT ITEM

### **RECOMMENDATION:**

That the Board approve the Instructional Materials Adoption selected by the Instructional Materials Committee in compliance with the Instructional Materials Review and Adoption Process for implementation in the 2026-2027 school year.

### **IMPACT/RATIONALE:**

Board Policy EFFA (local) requires that the Board of Trustees shall approve final selections of the instructional materials proclamation and be recorded in the Board Minutes.

[HB 1605](#) was passed during the 88th Texas Legislature (Regular Session) and established an expanded process for the State Board of Education (SBOE) to approve high-quality instructional materials (HQIM), increased funding for HQIM, supported parent transparency with instructional materials, created clear teacher protection guidelines for planning time, and provided new requirements for Texas Essential Knowledge and Skills (TEKS) review and revision.

Under these revisions, the Instructional Materials Review process transitioned to the Instructional Materials Review and Approval process, where local school districts review instructional materials yearly for continued use within the district or request to adopt new materials based on High Quality Instructional Materials selected by the State Board of Education. In preparation for the 2026-2027 school year, the Judson ISD Instructional Materials Review Committee selected to review mathematics materials for grades K-12 and ELAR materials for Grades K-5.

The District provided in-person and virtual opportunities for all district employees to review instructional materials for mathematics and english language arts and reading. Information



meetings were held on December 8 and December 10, 2025 to explain the review process and timeline. In-Person review meetings for the curriculum items were held on January 20 and January 27, 2026. All instructional materials were available for review from January to March 2026 for evaluation electronically.

The evaluation process included the opportunity for any district employee to review and rate the materials for adoption. Based on the district wide invitation as opposed to prior years mandated selection, a total of 18 campuses participated in the review of mathematics materials with a total of 58 participants with 50 individuals evaluating Kindergarten - Algebra I and 8 participants evaluating other secondary content. For the ELAR K- 5 review, a total of 9 campuses and 20 participants reviewed the materials.

The materials reviewed included the following vendors for Mathematics for Grades K-12:

Kindergarten - Algebra 1

- (1) Carnegie Bluebonnet
- (2) Savvas
- (3) iReady
- (4) StemScopes
- (5) Great Minds Bluebonnet

Algebra II and Geometry

- (1) Agile Mind
- (2) Savvas
- (3) McGraw Hill
- (4) Bluebonnet

PreCalculus

- (1) McGraw Hill (Only SBOE Approved Vendor)

\*Mathematics materials for Grades K-Algebra I were limited to vendors that provided a continuous resource for all grades. Vendors that provided only specified grade levels were not reviewed.

The materials reviewed included the following vendors for English Language Art and Reading for Grades K-5:

- (1) Savvas
- (2) Houghton Mifflin Harcourt (HMH)
- (3) Bluebonnet



## JUDSON INDEPENDENT SCHOOL DISTRICT

The District Instructional Materials Committee (DIMC), comprise of campus and district committee members, held meetings to review materials and evaluation feedback on: February 25 and March 25, 2026 to make the final recommendations for adoption. The following individuals served as members of the District Instructional Materials Committee:

District Representative	
DIMC Chair	Brandy Moreau
Assistant Superintendent	Lacey Gosch
Director of Innovation	Denise Orosco
Secondary Curriculum Director	Chanell Gomez
Elementary Curriculum Director	Kelly Lofton
Secondary Principal Representative	Nicole Rosas-Saunders
Elementary Principal Representative	Tiffany McHugh
CTE Director Representative	Michaela Steele
Advanced Academics Representative	Devin Holmes
Special Education Representative	Stephanie Coker
Special Education Representative	Telisha Latham
Instructional Technology	Darrah Gurganious
ESL/LOTE	Maria Richison
Fine Arts	Keith Witt
Campus Representatives	
Copperfield ES	Christy Witherspoon
Crestview ES	Carrie Dixon
Crestview ES	Cynthia Werner
Hartman ES	Larissa Macias
Hartman ES	Andrea Mata
Masters ES	Claudia Walker
Rolling Meadows ES	Kristi Wlodarczyk
Spring Meadows ES	Amber Ibarra
Judson STEM MS	Annalisa Ybarra
Woodlake Hills MS	Stacy Haslam
Woodlake Hills MS	Mari Van Dusen
Woodlake Hills MS	Gabriel Morin
JECA	Jazmine Garcia
JECA	Rene Sterling
Judson HS	Charly Stokes



Evaluation rubrics submitted for the Mathematics Kindergarten - Algebra I rated Savvas as the selected material with 46% (23 votes) and Bluebonnet receiving 24% (12 votes) for adoption. For the Geometry adoption, Savvas received 100% of the vote. For the Algebra II adoption, McGraw Hill received 100% of the vote. The Pre-Calculus text was available for review, but the district did not receive any feedback for the adoption.

Evaluation rubrics were reviewed for the ELAR with Savvas receiving 7 votes, HMH receiving 7 votes, and Bluebonnet receiving 2 votes.

The DIMC met to review all documentation and the following items were selected by the DIMC for adoption.

Based on the review of the materials, the following mathematics materials were selected for adoption:

Kindergarten - Algebra I: Bluebonnet  
Geometry - Savvas  
Algebra II - McGraw Hill  
Pre-Calculus - McGraw Hill

Based on the review of materials and the continued contract with existing English Language Arts textbooks, the district has opted to continue to use the existing adoption of the following textbooks for the 2026-2027 school year. The committee will evaluate the possibility of adopting new English Language Arts materials in the upcoming school year.

Rationale of the Committee for the Adoption of the K-Algebra I text of Bluebonnet over the selection of Savvas is as follows:

The District Instructional Materials Committee (DIMC) recommends adopting Bluebonnet Math as the district's math curriculum for Kindergarten through Algebra I for the 2026–2027 school year. While Savvas received a higher rubric score, the committee's recommendation prioritizes maintaining the continuity of implementation already established across the district.

The district is currently engaged in active, multi-year implementation of Bluebonnet Math across elementary, middle, and high school levels:

- (1) Elementary Schools: Entering Year 3 of Bluebonnet Math implementation (formerly Eureka).
- (2) Middle Schools: Three campuses in Years 2–3; Three campuses completing Year 1
- (3) High Schools: All three comprehensive high schools completing Year 1



Across these phases, campuses and teachers have participated in extensive professional learning, including product training, instructional walkthroughs, lesson internalization, and PLC coaching aligned to the Bluebonnet Math instructional model.

Given the district's intentional, multi-year rollout, preserving continuity of instructional materials and training was the primary factor guiding committee members who supported Bluebonnet Math over Savvas. Transitioning to a different vendor at this stage would:

- (1) Require retraining staff
- (2) Disrupt established implementation structures
- (3) Interrupt instructional progress that is beginning to show positive impact
- (4) Reduce the fidelity of instructional practices built over several years

Continuing with Bluebonnet Math safeguards the district's investment in training and curriculum resources and maintains a coherent K–12 progression that supports sustained improvement in student outcomes.

Although Savvas received a higher percentage of votes, selecting a different vendor at this point would likely result in:

- (1) Delays to professional learning and training schedules
- (2) Disruption to existing campus-level support systems
- (3) Revisions to established 2026–27 implementation timelines

Committee members noted that rubric scores represent one component of the decision-making process; however, alignment with long-term district implementation goals and instructional stability were equally critical in forming the final recommendation.

**BOARD ACTION REQUESTED:**

**Approval/Disapproval**